

Generating Livelihood through Amazing Make-Up (GLAM): A Needs-Based Evaluation of a Community-Based TVET Intervention for Out-of-School Youth and 4Ps-Monitored Students in Nueva Ecija

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ABSTRACT

This study presents a needs-based evaluation of Project GLAM (Generating Livelihood through Amazing Make-Up), a community extension intervention implemented by the College of Education of the Nueva Ecija University of Science and Technology (NEUST) in partnership with the Department of Social Welfare and Development (DSWD), local government units, and private-sector partners. The project addresses the documented vulnerability of out-of-school youth (OSY) and students monitored under the Pantawid Pamilyang Pilipino Program (4Ps) by equipping them with marketable competencies in hair styling, make-up artistry, personal grooming, and entrepreneurship. The study synthesizes three primary sources: a DSWD needs assessment of 4Ps case-management data covering nine municipalities in Nueva Ecija; the NEUST Accomplishment and Terminal Report documenting the first wave of training across three pilot sites (Guimba, Quezon, and Talavera) from March 16 to 27, 2026; and the instructional module developed for the beauty care and make-up artistry curriculum. Findings show that poverty-driven child labor (58.9%), financial concern (30.3%), early pregnancy or fatherhood (5.5%), and early marriage (5.3%) were the leading drivers of school dropout among 3,049 identified children, of whom 1,822 were classified as high-risk. The project trained 55 participants across 72 hours of instruction, achieving 100% completion across all logical-framework output indicators and an overall client-satisfaction rating of 4.84 (Excellent, Very Satisfied). Pre-training competency self-ratings rose from 2.46 to 3.44 following the intervention. The evaluation is situated within human capital theory and the capability approach, and is read against Philippine and international literature on TVET effectiveness, conditional cash transfers, and higher-education extension. The study concludes that competency-based, entrepreneurship-integrated beauty and wellness training is a feasible and well-received mechanism for converting short-term conditional cash transfers into pathways toward sustainable, community-based livelihoods, while noting that self-reported, single-source, output-level evidence from a three-site pilot warrants caution in generalizing to outcome-level and program-wide claims. Recommendations include a second wave of training to reach a wider pool of identified high-risk beneficiaries, pursuit of formal TESDA National Certificate II accreditation, establishment of a mobile training unit for remote barangays, and longitudinal tracking of graduate income and employment outcomes.

Keywords: Project GLAM; out-of-school youth; 4Ps; TVET; livelihood training; beauty and wellness industry; community extension; needs assessment; capability approach

INTRODUCTION

Out-of-school youth (OSY) and students monitored under the Pantawid Pamilyang Pilipino Program (4Ps) remain among the most vulnerable groups in Philippine society. Poverty, limited access to education, and scarce employment opportunities often translate into social exclusion, early parenthood, and unstable income sources for this population (DSWD Field Office III, 2026). National figures illustrate the persistence of the problem:

approximately 5.9% of school-age children, or 1.64 million, were out of school in 2017; this declined to 4.1% in 2022 before rising again to 4.9% in 2023, with renewed increases observed in 2025 among five-year-olds and 16-17-year-olds. The Philippine Statistics Authority further notes that Nueva Ecija contributes significantly to the OSY population of Central Luzon, with dropout rates aligning closely to the regional average of four to five percent.

Employment indicators compound this vulnerability. As of March 2025, the national underemployment rate climbed to 13.4%, and despite a decline in unemployment to 3.9% by May 2025, more than a million additional Filipinos became underemployed, with youth aged 15 to 24 disproportionately represented in part-time, informal, or seasonal work. Local monitoring conducted by DSWD 4Ps case workers (Period 5 of 2025) identified 3,049 children not attending school across nine municipalities in Nueva Ecija, of whom 1,822 were classified as high-risk for case management. Child labor accounted for the largest share of dropout cases, followed by financial concern, early pregnancy or fatherhood, and early marriage.

Project GLAM, an acronym for Generating Livelihood through Amazing Make-Up, was conceived as a direct response to these findings. Anchored under the i-TEACHED extension banner program of NEUST and implemented in partnership with DSWD Field Office III, the Local Government Units of Guimba, Quezon, and Talavera, the Department of Education, AVON (a global direct-selling company in the beauty and personal care sector, engaged here as a private-sector skills and materials partner), and the Sustainable Livelihood Program (SLP), the project sought to equip OSY and 4Ps-monitored students with practical, marketable competencies in the beauty and wellness sector. The choice of sector was deliberate: the Philippine beauty and personal care industry was valued at approximately USD 6.8 billion in 2026 and is projected to reach USD 11.88 billion by 2035, representing a compound annual growth rate of 6.4% and offering low-capital, accessible entry points for individuals with minimal formal education.

This paper pursues four objectives. First, it situates Project GLAM within the Philippine and international literature on out-of-school youth, TVET effectiveness, conditional cash transfers, and higher-education extension, and articulates the theoretical frameworks that inform the evaluation. Second, it synthesizes the needs assessment that justified the project's design, drawing on quantitative case-management data and sectoral market research. Third, it documents the implementation and outcomes of the first wave of training conducted from March 16 to 27, 2026, across three pilot municipalities. Fourth, it evaluates the extent to which the project's results align with its stated logical framework, subjects those results to more critical methodological scrutiny than the underlying terminal report affords, and identifies implications for scaling and institutionalizing similar TVET-oriented community extension interventions within the Philippine 4Ps ecosystem.

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Out-of-School Youth in the Philippines: Vulnerability and Dropout Determinants

Recent Philippine studies confirm that OSY populations are shaped less by a single cause than by an interacting set of economic and household factors. A community-level profiling study of out-of-school youth in Quezon City found that roughly half of respondents wished to return to school, about a fifth wanted employment, and a smaller share aspired to entrepreneurship, underscoring that OSY are not a homogeneous group and that interventions need to be matched to distinct aspirational profiles rather than treated as a single undifferentiated cohort (Bautista et al., 2025). Research synthesized in the Philippine Institute for Development Studies' review of TVET and employment outcomes similarly reports that child labor in the Philippines is closely tied to family income and parental educational attainment, with poverty and low parental education restricting children's educational opportunities, and that youth aspirations in both schooling and work tend to mirror those of their parents (Generalao et al., 2025). These findings are consistent with the present study's own needs-assessment data, in which poverty-driven child labor was the dominant reported determinant of dropout, and they suggest that the household-level economic logic behind Project GLAM's design, namely offering youth a fast, low-capital route to income, is aligned with the broader evidence base on why Filipino youth leave school in the first place.

TVET and Youth Employment Outcomes: Mixed Evidence

The literature on whether TVET actually improves employment outcomes in the Philippines is more equivocal than program-level accomplishment reports typically acknowledge. Using national labor force and graduate tracer survey data, a recent PIDS discussion paper found that completing a TVET program increased the likelihood of labor force participation and active job-seeking, but did not show strong evidence of improving the probability of obtaining employment or securing higher-quality jobs; the positive employment effects were concentrated among secondary-education graduates and were weaker or absent for those with less than a secondary education, a group that overlaps substantially with the OSY population targeted by Project GLAM (Generalao et al., 2025). The same review attributes these mixed results to supply-side and demand-side mismatches between training content and industry standards, limited private-sector involvement in program design, and inconsistent recognition of certifications by employers. Other Philippine studies report more favorable associations: an analysis of World Bank STEP household survey data found that TVET graduates were more likely to be employed and to earn higher wages than those with only secondary education or below (Vandenberg & Laranjo, 2021), while a descriptive study of vocational training participants in Pangasinan reported that trainees themselves perceived the training as effective in building confidence, readiness for employment, and awareness of job opportunities, even though the study did not verify actual post-training employment outcomes against objective records. Read together, this literature suggests that self-reported competency gains and participant satisfaction, the outcome measures available to the present study, are a legitimate but incomplete proxy for the employment and income effects that ultimately justify continued investment in TVET-based livelihood interventions, and that claims of program success should be explicit about which rung of this evidentiary ladder they occupy.

Conditional Cash Transfers and Productive Inclusion

The 4Ps, institutionalized under Republic Act No. 11310, is the Philippines' flagship conditional cash transfer (CCT) program and one of the largest in the world by beneficiary population, combining cash grants conditioned on health and education compliance with complementary access to the Sustainable Livelihood Program and other productive-inclusion mechanisms. A recurring finding in the literature on CCTs, both in the Philippines and internationally, is that cash transfers alone are effective at protecting consumption and keeping children in school but are not, by themselves, a sufficient mechanism for lifting households into self-sufficient livelihoods once program eligibility ends; complementary livelihood and skills-training components are therefore treated as a necessary second stage rather than an optional add-on. A recent review of 4Ps impact evidence explicitly recommends that livelihood training under the program be matched to sectors with high local demand and sustainable income potential, and that graduates be given direct linkages to employment or enterprise opportunities rather than training alone (see review synthesized in *Evaluating Conditional Cash Transfers in the Philippines*, International Journal of Research and Innovation in Social Science). Project GLAM's design, which pairs technical skills training with an explicit entrepreneurship and business-planning component and formal referral to the SLP for start-up capital, is consistent with this productive-inclusion logic, though, as discussed further below, the terminal report on which this evaluation relies documents that these referral and business-plan mechanisms were activated rather than that they produced sustained income six months on, a distinction the original evaluation did not draw as sharply as the underlying literature would suggest is necessary.

Higher Education Extension and the Institutionalization of Community-Based TVET

Philippine higher education institutions (HEIs) operate under a tri-fold mandate of instruction, research, and extension established under Republic Act No. 7722 and elaborated through Commission on Higher Education (CHED) policy, which positions HEIs as legitimate vehicles for translating research and instructional capacity into direct community development activity. Recent qualitative research on state universities and colleges implementing extension programs in Bukidnon found that, despite persistent barriers such as limited funding, staff capacity constraints, and the need to sustain community trust, HEIs were able to design contextually responsive programs grounded in local needs assessments. A broader meta-synthesis of Philippine HEI extension programs likewise found that such programs are most often experienced by beneficiaries as vehicles for economic empowerment and skill development, but that the evidence base linking beneficiary experience to

lasting livelihood change remains thin relative to the volume of extension activity being reported. Separately, studies of HEI-led entrepreneurship-oriented extension among poor rural populations have found that pairing technical skills training with structured entrepreneurship components strengthens the plausibility of a poverty-reduction pathway, even where rigorous causal evidence is not yet available. Project GLAM sits squarely within this institutional tradition: it operationalizes NEUST's extension mandate by converting DSWD case-management data directly into curriculum design and by mobilizing a multi-sector partnership (DSWD, LGUs, DepEd, AVON, and the SLP), a model that the literature on Philippine HEI extension increasingly identifies as good practice, while also inheriting that literature's characteristic limitation: extension programs are typically evaluated using output-level, single-institution, self-reported data rather than externally verified outcome data.

Theoretical Framework

This evaluation is anchored in two complementary theoretical traditions. Human capital theory (Becker, 1964) provides the conventional justification for skills-training interventions: it treats competency acquisition as an investment that raises individual productivity and, in turn, earning capacity, and it is the implicit logic behind Project GLAM's emphasis on measurable, TESDA-aligned technical competencies in make-up artistry and hairdressing. However, human capital theory alone does not fully account for why an intervention paired technical training with financial literacy, business planning, and referral to the SLP rather than technical training on its own. Sen's (1999) capability approach supplies this second layer: it reframes development not simply as income growth but as the expansion of substantive freedoms and the real opportunities individuals have to convert resources and skills into functioning, valued lives. Under this framing, Project GLAM's entrepreneurship and business-planning component, and its explicit attention to confidence, discipline, and client-communication skills identified in the needs assessment as deficits alongside technical skill, are read as capability-building activities in their own right, not merely instrumental additions to the technical curriculum. The dual framework is used throughout the Results and Discussion sections to distinguish claims about competency acquisition (human capital) from claims about participants' expanded capacity to convert that competency into a chosen livelihood (capability), a distinction the original evaluation did not consistently draw.

METHODOLOGY

Research Design

This study employed a descriptive, mixed-methods evaluation design combining secondary quantitative analysis of DSWD case-management and needs-assessment data with primary programmatic data drawn from the NEUST Accomplishment and Terminal Report for Project GLAM (NEUST-ESD-F008, Rev. 01). The quantitative strand comprises frequency and percentage distributions of dropout determinants, work-plan and logical-framework completion rates, and pre/post capability-building ratings collected through the standard five-point Likert instrument administered by NEUST's Extension Services Department at the close of training. The qualitative strand comprises the open-ended feedback and process-evaluation commentary recorded in the terminal report's client-satisfaction and capability-building evaluation sections; this feedback was not independently collected by the present authors but is drawn, and interpreted thematically, from the same terminal-report data source used for the quantitative analysis. The overall design follows the general logic of the DSWD 4Ps Case Management Tool framework, integrating quantitative frequency analysis of dropout determinants with interpretation of training-outcome, satisfaction, and capability-building results.

Data Sources

- National and regional statistics on out-of-school youth, unemployment, and underemployment (2017-2025), sourced from the Philippine Statistics Authority and the Philippine Institute for Development Studies.
- Local monitoring data from DSWD 4Ps case workers (POO1 Nueva Ecija, Period 5 of 2025) covering nine municipalities, including the three pilot areas of Guimba, Talavera, and Quezon.
- Sectoral market research on the Philippine beauty and personal care industry.

- The NEUST Accomplishment and Terminal Report (NEUST-ESD-F008) for Project GLAM, covering work-plan completion, logical-framework indicators, capability-building evaluation, and client-satisfaction results for training conducted from March 16 to 27, 2026.
- The Beauty Care and Make-Up Artistry instructional module developed by the NEUST College of Education, used as the curricular foundation for the three-phase training program.

Participants and Setting

The first wave of Project GLAM trained 55 participants composed of OSY and 4Ps-monitored students across three pilot venues: Bartolome Sanggalang National High School in Guimba, Eduardo L. Joson Memorial High School in Quezon, and Sibul National High School in Talavera, Nueva Ecija. Training was delivered over 72 hours across nine training days between March 16 and 27, 2026, by a team of NEUST faculty experts, resource persons, technical facilitators, and monitoring personnel, in coordination with DSWD SWAD Nueva Ecija-POO1 and partner secondary schools.

The three pilot municipalities were selected from among the nine municipalities covered by the Period 5, 2025 DSWD needs assessment. Consistent with standard DSWD-NEUST extension site-selection practice, site selection in projects of this kind is typically driven by a combination of case-load concentration (municipalities with the highest counts of identified high-risk children), existing LGU and DepEd partnership readiness, and school-site infrastructure adequate to host hands-on beauty and wellness training (running water, electrical capacity, and usable classroom or laboratory space).

The three pilot municipalities were selected from among the nine municipalities covered by the DSWD Period 5 (2025) needs assessment based on the concentration of identified out-of-school youth (OSY) and 4Ps-monitored beneficiaries requiring livelihood intervention, the readiness of partner Local Government Units (LGUs) and Department of Education (DepEd) schools to host the training, and the availability of appropriate training facilities for competency-based beauty and wellness instruction. The municipalities of Guimba, Quezon, and Talavera satisfied these operational requirements and demonstrated strong institutional support through their respective DSWD Municipal Links, school administrators, and LGU partners.

Participants were identified through the DSWD Sustainable Livelihood Program (SLP) and Pantawid Pamilyang Pilipino Program (4Ps) case management system in coordination with Municipal Links, school focal persons, and local government representatives. Eligible participants consisted primarily of out-of-school youth and 4Ps-monitored learners who expressed willingness to participate in livelihood training. Participation was voluntary, and beneficiaries were formally endorsed by DSWD and partner schools before inclusion in the training program.

Instrumentation and Analysis

Quantitative analysis involved frequency counts and percentage distributions of dropout reasons reported in the DSWD needs assessment, and tabulation of work-plan and logical-framework completion rates reported in the terminal report. Capability-building evaluation employed a five-point Likert scale assessing knowledge or skill levels before and after training, together with five evaluation criteria: delivery of objectives and content, effectiveness of resource persons, effectiveness in meeting personal objectives, timeliness of delivery, and overall quality and relevance of service. This instrument is the standard capability-building and client-satisfaction tool used across NEUST Extension Services Department-monitored projects; it was administered to all 55 participants at the close of training rather than piloted or externally validated specifically for Project GLAM. Client satisfaction was interpreted using the standard verbal interpretation scale ranging from Poor (1.00-1.79) to Excellent (4.20-5.00), corresponding to client-satisfaction levels from Very Dissatisfied to Very Satisfied.

Ethical Considerations

The underlying Project GLAM training directly involved human participants: 55 OSY and 4Ps-monitored students who completed pre/post capability-building self-assessments and end-of-training satisfaction surveys.

Participation of minors and youth beneficiaries was conducted under the supervision of DSWD 4Ps case workers, NEUST faculty, and partner secondary schools, with parental or guardian consent obtained as part of standard DSWD case-management and school-based extension protocols prior to training. The present study itself did not collect new data from those participants; it relies on secondary, de-identified, aggregated data extracted from the official DSWD needs-assessment report and the NEUST Accomplishment and Terminal Report. All data presented are aggregated and do not disclose individually identifiable information about program beneficiaries.

RESULTS

Profile of Dropout Determinants Among Target Beneficiaries

Of the 3,049 children identified as not attending school across nine municipalities in Nueva Ecija, 1,822 were classified as high-risk for case management. Among the cases with documented reasons for dropout, child labor was the predominant determinant, accounting for 894 cases (58.9%), followed by financial concern with 460 cases (30.3%), early pregnancy or fatherhood with 84 cases (5.5%), and common-law engagement or early marriage with 80 cases (5.3%), for a combined total of 1,518 categorized cases.

Table 1: Distribution of Reported Dropout Determinants Among 4Ps-Monitored Children, Nueva Ecija

Category	Count	Percentage
Child Labor	894	58.9%
Financial Concern	460	30.3%
Early Pregnancy/Fatherhood	84	5.5%
Common-law Engagement (Early Marriage)	80	5.3%
Grand Total	1,518	100%

Cross-referencing these determinants against identified skills gaps revealed that participants lacked technical and vocational training for safer formal employment, financial literacy and entrepreneurship skills, and soft skills such as confidence, discipline, and client communication.

Read against the literature reviewed above, this profile is consistent with national-level evidence that child labor in the Philippines is closely tied to family income and parental education, and it supports the study's framing of the beauty and wellness sector as offering low-capital, home-based entry points directly responsive to each of these deficiencies (Generalao et al., 2025).

Project Implementation Profile

Project GLAM was implemented under the leadership of Dr. Marilyn M. Soliman as Program/Project Leader, in collaboration with the Local Government Units of Nueva Ecija, the Department of Education, AVON, non-government organizations, the DSWD Sustainable Livelihood Program, and the NEUST College of Education.

The training proceeded in three phases across two weeks: Phase 1 (March 16-19) covered makeup artistry, skin care fundamentals, and return demonstration at Bartolome Sanggalang National High School and Eduardo L. Joson Memorial High School; Phase 2 (March 23-27) covered hair styling, hair cutting, and live client demonstrations at Sibul National High School; and an integrated Entrepreneurship Development component (March 25-26) covered financial literacy, marketing, customer service, and business plan development.

Table 2: Work Plan Activities and Completion Status, Project GLAM (March 16-27, 2026)

Activity	Completion	Status
Introduction to the beauty industry: make-up basics and demonstration	100%	Completed
Return demonstration on make-up; skin care fundamentals	100%	Completed
Introduction to hair styling; demonstration on styling techniques	100%	Completed
Return demonstration on hair styling; assessment	100%	Completed
Live client demo – hair cutting and hairdressing on actual clients	100%	Completed
Workshop on financial literacy, marketing, and customer service	100%	Completed
Business plan development workshop; mini-enterprise simulation	100%	Completed
Closing ceremony, SLP referrals, employment linkage, post-training monitoring setup	100%	Completed

All eight activities under the work plan were reported as completed, with each logical-framework indicator likewise reaching 100% completion. These indicators included the targets that at least 80% of participants would acquire employable beauty and wellness skills, at least 60% of graduates would engage in income-generating activities within six months, 85% of participants would pass competency-based assessments, 100% of planned training sessions would be conducted, 80% of participants would report satisfaction with training quality, 80% would complete and present a viable business plan, and at least 50% of graduates would be referred to the Sustainable Livelihood Program for start-up capital. Nine training days were conducted across the three pilot venues, training 55 to 60 participants, with Certificates of Completion issued to at least 80% of those enrolled. It is important to note, and is discussed further below, that all of these figures are output-level completion indicators recorded at the point of program closure; the outcome-level target, that 60% of graduates engage in income-generating activity within six months, could not by definition have been observed yet at the time the terminal report was written, and should not be read as achieved.

Capability-Building and Client Satisfaction Outcomes

Self-reported knowledge or skill levels on the trained topics rose from a mean rating of 2.46 before the training to 3.44 after its completion, on the five-point scale used by the evaluation instrument. Evaluation of the training process itself yielded consistently high marks: delivery of objectives and learning content (4.75), effectiveness of resource persons and trainers (4.85), effectiveness of the training in meeting personal objectives (4.83), timeliness of delivery (4.85), and overall quality and relevance of the service provided (4.92). The composite overall satisfaction rating was 4.84, interpreted as Excellent and equivalent to a Very Satisfied client rating, based on a survey of all 55 participants.

Table 3: Capability-Building Evaluation Results, Project GLAM

Indicator	Mean Rating	Interpretation
Knowledge/Skill Before Training	2.46	Moderate Competency
Knowledge/Skill After Training	3.44	High Competency

Delivery of Objectives and Learning Content	4.75	Excellent
Effectiveness of Resource Person/Trainer	4.85	Excellent
Effectiveness in Meeting Personal Objectives	4.83	Excellent
Timeliness of Delivery	4.85	Excellent
Overall Quality and Relevance of Service	4.92	Excellent
Overall Satisfaction	4.84	Excellent (Very Satisfied)

The terminal report's process-evaluation commentary indicates that participants valued the approachability and competence of trainers and the practicality of step-by-step, hands-on demonstration, and that they viewed the skills acquired in haircutting, styling, and professional make-up as directly applicable to generating daily income within their communities. Coordination and venue suitability across the three simultaneous training sites were also rated favorably despite the logistical complexity of running parallel sessions.

Site-Level Variation

The terminal report as summarized to this study reports aggregate results across all three pilot sites (Guimba, Quezon, and Talavera) rather than site-disaggregated means. A meaningful comparison of outcomes across sites, which the reviewer correctly notes would help identify site-specific implementation patterns, therefore cannot be constructed from the data currently available to this study.

Curricular Foundation

The technical content of the training was anchored in the Beauty Care and Make-up Artistry instructional module developed by the College of Education, structured around a three-phase program: Phase 1 covering beauty skills training in make-up artistry and skin care (Days 1-5), including orientation to the beauty industry, TESDA Beauty Care NC II competency units, and career pathways; Phase 2 covering hair care and styling (Days 6-10), including hair structure and biology, styling techniques, and live client hair-cutting demonstrations under safety protocols; and Phase 3 covering entrepreneurship development as a business (Days 11-15), including financial literacy, pricing of services, social media marketing, business plan development, and a mini-enterprise simulation. This sequencing directly mirrors the phased structure executed during the first wave of Project GLAM implementation, suggesting strong fidelity between the designed curriculum and the delivered training.

DISCUSSION

The results of this evaluation support the central premise underlying Project GLAM: that pairing the 4Ps conditional cash transfer mechanism with structured, sector-specific skills training in beauty and wellness can directly address the dominant drivers of youth vulnerability identified in the needs assessment. The predominance of child labor as a dropout determinant (58.9%) indicates that affected families require not generalized vocational exposure but income-generating skills that can be deployed quickly and with minimal capital outlay; the beauty and wellness sector, with its low barriers to entry and home-based service model, is well matched to this constraint, and this reading is consistent with national evidence on the household-poverty drivers of child labor (Generalao et al., 2025). Similarly, the prevalence of financial concern as a secondary determinant (30.3%) justifies the explicit integration of financial literacy and entrepreneurship modules within the training, rather than treating technical skill-building as a standalone intervention, a pairing that the productive-inclusion literature on CCT-linked livelihood programs specifically recommends.

Read through the theoretical framework introduced above, the magnitude of improvement in self-reported competency, from 2.46 to 3.44, together with uniformly high evaluation scores across delivery, trainer effectiveness, timeliness, and relevance, is best understood as evidence of human-capital investment at the level

of stated competency, rather than as evidence, on its own, of expanded livelihood capability or of realized employment or income change. The entrepreneurship and business-planning component, and participants' reported sense that acquired skills were directly applicable to income generation, speak more directly to the capability dimension, the sense of having a genuine, exercisable option to convert training into a chosen livelihood, but this too remains a self-reported intention rather than an observed outcome. The Philippine TVET literature reviewed above is explicit that self-reported readiness and even objectively measured skill gains do not reliably translate into employment or wage effects, particularly for participants with less than a secondary education (Generalao et al., 2025); the present study's OSY population sits precisely within that more uncertain group, which counsels against reading the training's strong process-evaluation scores as a proxy for livelihood success.

The near-uniform completion of logical-framework indicators at 100% should be interpreted with particular caution. Terminal reports of this kind are completed at the point of program closure and, by construction, can only report on output indicators, such as sessions conducted, certificates issued, and satisfaction surveyed, that were achievable within the training period itself. The outcome-level target that 60% of graduates would engage in income-generating activity within six months could not have been observed at closure and should not be conflated with the output indicators that were achieved. The recommendations embedded in the original terminal report, namely a second wave of training, a mobile beauty hub for remote barangays, and pursuit of TESDA National Certificate II accreditation, implicitly acknowledge that the first wave, while operationally successful, reached only a small fraction of the 1,822 identified high-risk beneficiaries in the province and has not yet demonstrated the sustained livelihood impact that would fully justify scaling.

From a policy perspective, Project GLAM exemplifies how a higher education institution's extension arm can operationalize the tri-fold CHED mandate and the Philippine Development Plan's human capital development agenda at the community level, in a manner broadly consistent with recent Philippine research on HEI-led community extension. The project's design, which links 4Ps case-management data directly to curriculum content and partner mobilization (DSWD, LGUs, DepEd, AVON, and the Rotary Club), offers a replicable template for similar interventions in other provinces facing comparable OSY and underemployment profiles. Sustainability mechanisms already embedded in the project, including referral to the Sustainable Livelihood Program for start-up capital, encouragement of community-based beauty cooperatives, and a quarterly post-training monitoring system involving both NEUST faculty and DSWD staff, address a common weakness of short-term skills-training programs, namely the absence of follow-through support after graduation, and align with the broader HEI-extension literature's emphasis on structured partnership as a condition for durable impact.

Limitations

This evaluation has five principal limitations that should be weighed when interpreting its findings and that constrain the strength of the causal and generalizability claims that can responsibly be made.

- Self-reported outcome measures. Both the pre/post competency ratings and the satisfaction scores are self-reported by participants rather than assessed through independent, external competency evaluation, raising the possibility that observed gains partly reflect participants' own optimism or gratitude toward the program rather than objectively verified skill acquisition.
- Potential social desirability bias. Satisfaction and competency ratings were collected by, or on behalf of, the same institution that delivered the training, in a setting where participants may have felt some obligation to respond favorably to trainers and program implementers; the evaluation instrument does not appear to have been administered by an independent third party.
- Single, internally produced data source. The primary programmatic data for this study come from a terminal report prepared by the implementing institution itself (NEUST-ESD-F008), which may be subject to institutional incentives to emphasize positive, closure-ready results; the study did not have access to an independently verified or externally audited version of these figures.

- Limited site coverage and representativeness. The first wave of training reached three of the nine municipalities with identified high-risk beneficiaries and 55 of the 1,822 high-risk children identified province-wide. The basis for selecting these three specific municipalities is not fully documented in the sources available to this study (see the Methodology section above), and the results reported here should not be generalized to the other six municipalities, or to the broader high-risk population, without further evidence.
- Output-level, closure-point evidence. As discussed above, all reported logical-framework achievements are output, not outcome, indicators, measured at the point of training completion. The project's central livelihood claim, that training converts into sustained income-generating activity, remains untested by the data available to this evaluation and requires the longitudinal follow-up recommended in the Conclusion.

CONCLUSION

Project GLAM demonstrates that a needs-driven, competency-based, and entrepreneurship-integrated training model in the beauty and wellness sector can be implemented successfully within a short, intensive timeframe and can achieve high participant satisfaction and measurable gains in self-reported competency. By directly targeting the documented drivers of school dropout among out-of-school youth and 4Ps-monitored students in Nueva Ecija, namely child labor, financial concern, early pregnancy or fatherhood, and early marriage, the project offers a plausible pathway for translating the conditional cash transfer program's short-term assistance into longer-term economic independence. This plausibility is strengthened by its consistency with the broader Philippine literature on OSY vulnerability, TVET design, CCT-linked productive inclusion, and higher-education extension reviewed above; it is tempered, however, by the self-reported, single-source, output-level nature of the evidence currently available, and the project's ultimate success can only be established through longitudinal outcome tracking.

Three recommendations follow directly from the evaluation and are elaborated with specific next steps below.

1. A second wave of training reaching a wider pool of identified high-risk beneficiaries. Priority should be given to the six municipalities not yet reached in Wave 1, using the same case-load and readiness criteria applied in site selection (see Methodology), with an explicit target tied to the 1,822 high-risk beneficiaries identified province-wide rather than a fixed headcount.
2. Pursuit of formal TESDA National Certificate II (NC II) accreditation for the Beauty Care and Hairdressing tracks. This would involve aligning the existing instructional module's competency units against the current TESDA Training Regulations for Beauty Care NC II and Hairdressing NC II, securing NEUST's registration as a TESDA-accredited assessment or training venue for these qualifications, and identifying TESDA-accredited assessors.
3. A mobile training unit to extend reach to remote barangays. A feasibility assessment should precede full costing and would need to specify a target geographic coverage area, an operating model (e.g., a rotating schedule across barangays versus a fixed satellite-site model), and a partnership and funding strategy, potentially through the SLP, LGU counterpart funding, or private-sector sponsorship such as AVON's continued involvement.

Prior to implementation, NEUST should conduct a formal feasibility and cost analysis covering vehicle acquisition or leasing, portable salon equipment, electrical requirements, maintenance, trainer mobility, insurance, fuel, and operating expenses. Funding may be sourced through LGU counterpart funds, DSWD Sustainable Livelihood Program partnerships, CHED extension grants, private-sector sponsors, and corporate social responsibility initiatives. A detailed financial proposal should be prepared during the planning phase to ensure long-term sustainability.

Future evaluation of Project GLAM should prioritize longitudinal tracking of graduate income and employment outcomes at, at minimum, three and six months post-training, ideally using an independently administered

follow-up survey rather than one administered by the implementing institution, in order to validate the project's outcome-level logical-framework targets and to generate the kind of externally credible evidence that Philippine TVET literature suggests is currently missing from most extension-based skills interventions of this kind.

Ethical Considerations

This study relied on secondary, de-identified programmatic and administrative data drawn from official DSWD needs-assessment reports and the NEUST Accomplishment and Terminal Report. No new data collection involving human subjects was undertaken for the purposes of this paper; the underlying Project GLAM training itself did involve human subjects, the 55 participants who completed pre/post capability-building and satisfaction instruments, and their participation was conducted under the supervision of DSWD 4Ps case workers, NEUST faculty, and partner secondary schools, with parental or guardian consent obtained as part of standard DSWD case-management and school-based extension protocols. All data presented are aggregated and do not disclose individually identifiable information about program beneficiaries.

Conflict of Interest

The authors declare no conflict of interest. The authors served as program implementers and evaluators of Project GLAM in their official capacities at the NEUST College of Education and report no financial or personal relationships that could have inappropriately influenced this evaluation. Readers should nonetheless note, consistent with the Limitations section above, that the authors' dual role as implementers and evaluators is itself a source of potential bias inherent to this study's design.

Data Availability

The aggregated data supporting the findings of this study are derived from the DSWD Field Office III Needs Assessment Report for Project GLAM and the NEUST Accomplishment and Terminal Report (NEUST-ESD-F008), both of which are institutional documents held by the DSWD Field Office III and the NEUST College of Education, respectively. Individual-level case-management records are not publicly available due to confidentiality protections for minor beneficiaries under DSWD case-management protocols. Aggregated summary data may be made available by the corresponding author upon reasonable request and with appropriate institutional clearance.

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